

# Statement of Philosophy – Seacliff Community Kindergarten

## **We believe and understand that:**

Each child is a unique individual with varied interests, motivations and experiences. They bring themselves, their connections and their prior learning with them to kindergarten.

Children learn within a social context.

Learning is holistic and develops as they explore, interact, discover and make connections to themselves, others and their world.

Children have a right to be safe and to develop skills and dispositions that enable them to confidently engage in learning.

Children learn best when their strengths are acknowledged and their wellbeing enhanced through respectful and consistent relationships.

Play provides children with opportunities to learn about themselves, others and their world and to create, innovate and influence.

Learning is achieved best when it is co constructed with the child and their family.

Families who are informed about the program and their child's progress are better equipped to engage with the service and make collaborative decisions with the educators that strengthen their child's learning, development and well being.

Teachers who understand and observe, scaffold, engage in and intentionally teach influence growth in learning and development.

The experiences, culture and beliefs that children bring from home and that are available to us enrich everyone.

Children are competent learners and need opportunities to make choices and decisions commensurate to their development.

Development of strong literacy and numeracy skills, dispositions for learning and knowledge enhance children's learning opportunities.

Children's learning and well being is enhanced through meaningful connections with the natural environment and the community.

Skilled, knowledgeable and reflective educators working in partnership with the child, their family and the community equates to growth in children's learning outcomes.

## **To achieve this educators will:**

Maintain a commitment to the Australian Early Childhood Code of Ethics and National Quality Standards in the development and Implementation of our Service.

Provide an educational program that is based on the Early Years Learning Framework for Australia and approved Departmental learning Frameworks eg Indicators of Preschool Literacy and Numeracy.

Respect children as competent learners with rights for play, safety, connection and belonging.

Develop trusting and respectful relationships with children and their families.

Be explicit and intentional in our teaching, planning and delivery of our service for children and families.

Co construct learning with children, families and each other.

Make connections with and involve the children in their community to enhance learning.

Regularly and continuously utilise the Early Years Learning Framework and Planning Cycle to reflect upon, design, develop and evaluate each child's learning.

Work with each child to plan, scaffold and evaluate their own learning.

Involve families in the sharing of information and knowledge that can enhance their child's learning.

Develop and maintain a learning environment that provides, challenge, wonder, safety and opportunities for new and deep learning with a sense of continuity and predictability for children and families.

Regularly reflect, evaluate and improve our teaching and learning through our interactions with families and community, research and professional development.